DOCUMENT RESUME

ED 077 327 HE 004 045

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TITLE	Attitudes Toward Residence Hall Life. Fredonia Student Attitudes on the College Student Questionnaire.
INSTITUTION	State Univ. of New York, Fredonia. Coll. at Fredonia.
PUB DATE	72
NOTE	36p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	College Environment; *College Housing; *Dormitories; *Higher Education; *Housing Needs; *Student Attitudes; Student Opinion; Surveys
IDENTIFIERS	New York; *State University College at Fredonia

ABSTRACT

Investigating attitudes toward residence hall living (staff, atmosphere, and rules and regulations), 40 men and 40 women completed attitude scales. Three comparisons were made: on-campus versus off-campus students, men versus women, and life styles. Results show that on-campus and off-campus students significantly differ in their perceptions of residence hall staff and atmosphere. On-campus students have a more favorable attitude than off-campus students toward staff and atmosphere. Both groups, however, are discontented with rules and regulations. Comparisons between men and women indicate no significant differences in attitudes. Students living in various life styles also failed to show significant differences. (Author)

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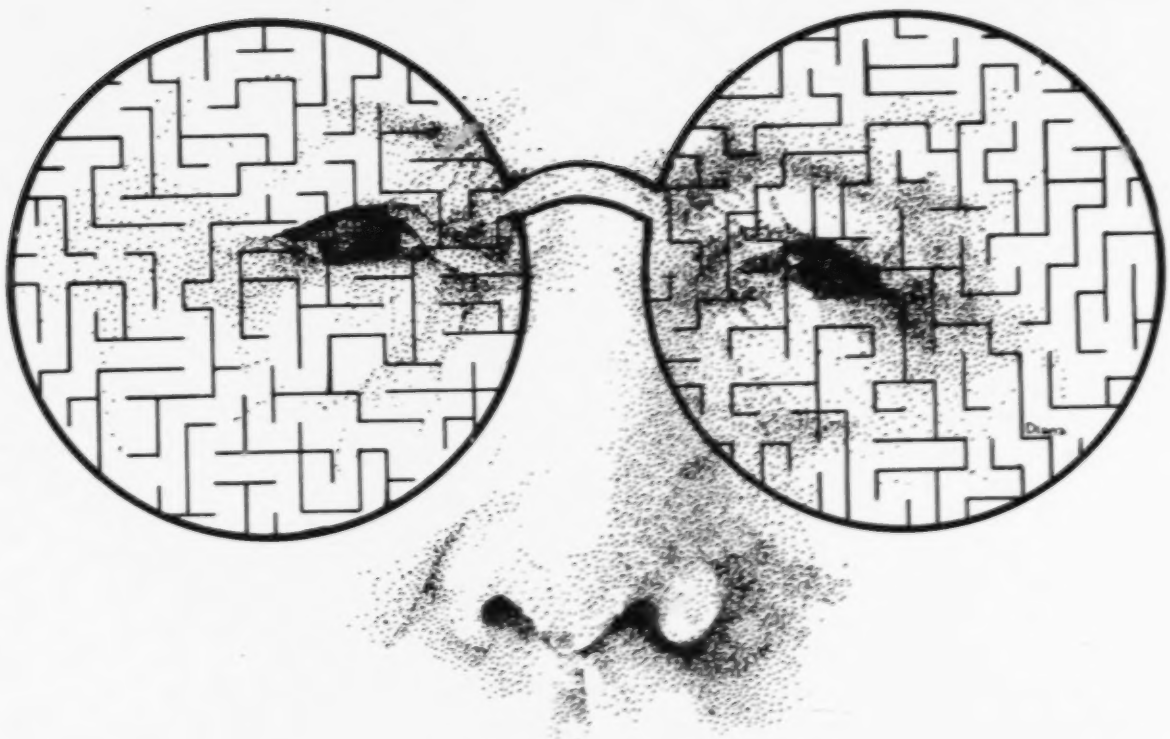
THROUGH STUDENTS EYES, FREDONIA RESIDENCE HALLS



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STATE UNIVERSITY OF NEW YORK AT FREDONIA 14063

ATTITUDES TOWARD RESIDENCE HALL LIFE

FREDONIA STUDENT ATTITUDES ON THE
COLLEGE STUDENT QUESTIONNAIRE

1972

ATTITUDES TOWARD RESIDENCE HALL LIFE[1]

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Recently colleges and universities have engaged in research to gain a self-awareness of the total learning environment of their students. Feldman and Newcomb (1969) and Sanford (1967) have confirmed that college students change their attitudes and values during their college career. Peer group contacts and non-academic experiences have proven to be more influential than classroom experiences in causing this attitude change (Dressel and Lehmann, 1965). Clearly, the place where the student resides plays an integral role in this learning process and attitude formation. Therefore, the residence hall should be examined and evaluated.

A major concern of educators has been meeting student needs and interests. Identification of prevailing attitudes, perceptions and interests must precede innovation and constructive action. This investigation measures attitudes of undergraduate students toward three aspects of residence

[1]This project was supported by the Office of Student Affairs, State University College, Fredonia, New York. Appreciation is expressed to: President Dallas Beal, Vice President Robert Coon, Assistant Vice President Harold Hopkins, and Mr. L. Michael Dimitri for their support and encouragement, and Mr. George Golden and the staff of the Computer Center for the statistical analysis. Appreciation is also expressed to the Instructional Resources Center.

hall life: (1) Residence Hall Staff (hall director and student assistants); (2) Residence Hall Atmosphere; and, (3) Rules and Regulations. The student categories investigated include:

1. On-Campus residence students and Off-Campus Students.
2. Men and Women.
3. Students residing in various intervisitation life style halls. (Intervisitation is the practice of allowing a resident to have a visitor of the opposite sex within the immediate living area of his residence hall.)

On-Campus and Off-Campus Students. A student's priority of needs often determines his choice of residence. Titus (1972) found that the first priority of men in selecting a residence was "convenience"--the physical arrangement of the dwelling unit itself as opposed to the location in a community. A second priority for undergraduate men and those living off-campus was "freedom." Women, on the other hand, considered "location" first. "Privacy" was important for women living off-campus and "price" was important for those living on-campus.

Students move to those housing environments which they perceive as satisfying (Dollar, 1966). Some students have a need to seek a homelike atmosphere. Neal (1961) maintains that students seek autonomy and personally controlled climates; thus, they move off-campus.

Prusok (1961) investigated the reasons for students selecting off-campus housing. He found that these reasons include: financial saving, better study conditions, cooking privileges, and preference for small group living units. The national trend of increasing numbers of self supporting students coupled with an upward shift in the college-age population might also explain the exodus from the campus.

Men and Women. Differences in perception about housing often exist between men and women. Duvall (1969) found that men were much more critical of residence halls than women. Women, in fact, expressed a more positive attitude

toward most dimensions of residence hall life. Murphy (1971) investigating student leaders across the United States found that differences occur in attitudes of men and women. Women leaders were significantly more favorable toward residence halls than men. Another investigation (Gerst and Moos, 1972) reports that residence halls emphasize general psychological support and interpersonal involvement for women. Competition and non-conformist qualities are stressed for men. Katz et al. (1968) maintain that residence hall men encounter more difficulties in social situations than women. Lazoff (1968, p. 311) agrees and concludes, "In general, the dormitory men were not at ease in social situations, nor could they verbalize their needs as well as others."

Life Styles. A life style refers to the variation in intervisitation policy ranging from limited to coed arrangements. Many educators have examined these variations and questioned: Are students living in one life style more satisfied than students living in another life style? Corbett and Sommer (1972) found that many students were satisfied with a coed living situation. However, there were many students who found the coed living arrangement personally objectionable. Therefore, Corbett and Sommer suggest that colleges should offer a variety of living situations. In this way students could choose the life style most compatible with their needs. Buchner (1970) suggests that students in more liberalized environments are most satisfied. These students do not perceive the staff as primarily disciplinarians and are more able to share with their staff.

Parents are important factors in a student's choice of residence hall life style. While Tingey (1971) found that students desire open intervisitation, Tingey and Hanson (1971) indicated that most parents were not in favor of a liberalized visitation policy.

There are several aspects of residence hall life that are worthy of exploration and examination but there are three areas that are particularly important for both students and educators. These include:

1. Residence Hall Staff. The Residence Director and Student Assistants are undoubtedly important in residence hall life. Dixon (1970) has shown the importance of undergraduate student assistants as members of the residence hall staff. He identified characteristics often associated with student assistants and these include: leadership, maturity, ability to communicate with others, and adequate self-concept. Despite possession of these traits, however, Donk and Oetting (1967) found that there appears to be a shift of student trust away from the student assistant, and a movement toward academic advisors and residence hall directors.

2. Residence Hall Atmosphere. Brown (1972) investigated the reputations and unique environments of residence halls. He found that students behave differently in various settings. In other words, student development is often in accord with the atmosphere of a particular residence hall. One must agree with Segal (1967) that there is a need to determine the factors in student choice of residential setting to maximize utilization of experiences provided by the university environment. Blackman (1964) suggests that atmosphere will be improved if academic space and facilities are incorporated in the residence hall unit. Thus, classes, discussions, and lectures could be held within individual halls.

3. Residence Hall Rules and Regulations. Residence hall staff are caught between the external pressures on the university to control student behavior and student demands for increased freedom (Beder and Rickard, 1971). The conflict arises because many social and study rules are outdated. Administrative lack of information about the realities of campus life causes students to be discontented with policies especially related to individual freedom and privacy (Shay, 1969). It appears that students want to participate in rule formulation, procedures, and enforcement if necessary.

Since attitudes are essential in the educational process and prime factors in bringing about change, it was the intention to study the student attitudes relevant

to residence hall life at Fredonia.

The first hypothesis states that attitudes are different between On-Campus and Off-Campus students. On-Campus students are more favorable toward (1) Residence Hall Staff, (2) Residence Hall Atmosphere, and, (3) Rules and Regulations.

The second hypothesis states that men and women are different in their attitudes toward residence hall life, with women being more positive toward (1) Residence Hall Staff, (2) Residence Hall Atmosphere, and, (3) Rules and Regulations.

A third hypothesis states that attitudes are different between students living in various residence hall life styles:

1. Coed residence hall students would view residence hall life in the most favorable manner.

2. Women students in 24 hr. Intervisitation halls would be the next most favorable group.

3. Men students in 24 hr. Intervisitation halls would be the next most favorable group.

4. Women in Limited Intervisitation halls would be the next most favorable in their attitudes toward residence halls.

Method

Subjects.

Ss were 80 full-time sophomore students at State University College at Fredonia, New York, who responded to a letter from the Office of Vice President for Student Affairs. The sample included 40 males and 40 females, 58 who were On-Campus (On-C) and 22 who were Off-Campus (Off-C) students. The 58 On-Campus students represented four distinct life styles in residence hall living available at Fredonia: 15 Coed (Coed)--men and women occupying the same building with 24 hour intervisitation; 13 men from men's 24 hour intervisitation halls (M 24 hr)--males occupying a building with the privilege of having

eight women from women's limited intervisitation halls (W Lim)--women occupying a building with intervisitation privileges between the hours of 7 a.m. to 12 midnight weekdays and 7 a.m. to 2 a.m. weekends. The life style of men's limited intervisitation was not represented since residents in this life style are primarily freshmen. Intervisitation is defined as the practice of allowing a resident to have a visitor of the opposite sex within his immediate living area.

Instrument.

The instrument consisted of 21 questions relating to three areas of residence hall living: attitudes toward residence hall staff, residence hall atmosphere, and residence hall rules and regulations. For each question the subject indicated his level of agreement using a 0 to 9 scale: 0 = Strongly Agree, 9 = Strongly Disagree. The polarity of items was varied to prevent set responses.

Results

The questionnaires were scored, and the analysis of data was done by computer using a FORTRAN program. Analysis of variance was used to determine the significant differences between On-Campus and Off-Campus and between Men and Women.

Table 1 indicates the means of each group and Table 2 indicates the summary of the means of the total-S group. The items will be reported individually with comments which will indicate where the differences are statistically significant. Each of the items will be grouped according to one of the three aspects of residence hall life which was investigated.

Table 1

Summary of Means of On-Campus, Off-Campus, Men and Women Students

Question	On-C N=58	Off-C N=22	M N=40	W N=40
1--4 Demographic data	--	--	--	--
5. Director not necessary	6.33**	4.36**	5.42	6.15
6. Atmosphere not conducive study	4.43*	3.27*	4.02	4.20
7. RA's are important leaders	5.33	6.45	5.97	5.30
8. Halls comfortable, pleasant	3.52**	5.59**	4.57*	3.60*
9. Staff avail. for acad. consultation	2.74	3.68	3.10	2.90
10. No group or hall spirit	4.88*	3.36*	4.65	4.27
11. Staff resp. to students not college	2.24	1.95	2.15	2.17
12. Staff handle discipline fair	3.38**	5.23**	4.35	3.42
13. Stu. rules vs. fac. rules	2.12	2.05	2.15	2.05
14. Halls only for food and shelter	4.16	3.68	4.50	3.55
15. Discussion groups in halls	3.41	3.27	3.10	3.65
16. Personal privacy impossible	4.12*	2.86*	3.55	4.00
17. Staff stimulate, promote activity	5.16*	6.68*	6.25*	4.90*
18. Rules, reg. drive stu. Off-C	1.71	1.18	1.32	1.80
19. Staff not sincere	5.91**	3.45**	4.38**	6.10**
20. Education from social life	1.79	1.32	1.67	1.65
21. Halls not conducive intell. discuss.	5.64	5.45	5.55	5.63
22. Staff create friendly atmosphere	3.19**	4.82**	4.00	3.27
23. 1st sem. fresh. live On-C	2.67**	5.00**	3.60	3.02
24. Staff confidentiality	3.09**	4.95**	3.90	3.30
25. Too supervised with rules	2.24	2.14	1.88	2.55

Note --*Significant beyond the .05 level
**Significant beyond the .01 level

Table 2

Summary of Means of Total Ss Groups

Question	N=80
1--4 Demographic data	--
5. Director not necessary	5.79
6. Atmosphere not conducive study	4.11
7. RA's are important leaders	5.64
8. Halls comfortable, pleasant	4.09
9. Staff avail. for acad. consultation	3.00
10. No group or hall spirit	4.46
11. Staff resp. to students not college	2.16
12. Staff handle discipline fair	3.89
13. Stu. rules vs. fac. rules	2.10
14. Halls only for food and shelter	4.02
15. Discussion groups in halls	3.38
16. Personal privacy impossible	3.77
17. Staff stimulate, promote activity	5.57
18. Rules, reg. drive stu. Off-C	1.56
19. Staff not sincere	5.24
20. Education from social life	1.66
21. Halls not conducive intell. discuss.	5.59
22. Staff create friendly atmosphere	3.64
23. 1st sem. fresh. live On-C	3.31
24. Staff confidentiality	3.60
25. Too supervised with rules	2.21

Attitudes toward Residence Hall Staff:

Question 5: The residence hall director is really not necessary for the satisfactory operation of the residence hall.

	On-C	Off-C	Men	Women
Means:	6.33**[2]	4.36**	5.42	6.15

Comments: A significant difference exists between On-C and Off-C. On-C showed a more favorable attitude toward the necessity of having a residence hall director than Off-C. Women disagreed showing a more favorable attitude toward the necessity of having a residence hall director than Men.

Question 7: Resident Assistants are important leaders in the campus community.

	On-C	Off-C	Men	Women
Means:	5.33	6.45	5.97	5.30

Comments: On-C agreed more than Off-C, and Women agreed more than Men.

Question 9: The residence hall staff should be available for consultation with residents concerning academic deficiencies.

	On-C	Off-C	Men	Women
Means:	2.74	3.68	3.10	2.90

Comments: On-C showed a more favorable attitude toward consultation with staff than Off-C, and Women more than Men.

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[2]The lower the score the greater the agreement.
*Difference significant beyond the .05 level.
**Difference significant beyond the .01 level.

Question 11: The first responsibility of staff members in residence halls should be to the students rather than to the college.

	On-C	Off-C	Men	Women
Means:	2.24	1.95	2.15	2.17

Comments: Off-C indicated a higher level of agreement than On-C, and there was virtually no difference between the attitude of Men and Women. It is interesting to note that all groups agreed with this item.

Question 12: Residence hall staff handle student disciplinary problems as fair and equitably as possible.

	On-C	Off-C	Men	Women
Means:	3.38**	5.23**	4.35	3.42

Comments: A significant difference exists between On-C and Off-C. On-C were significantly more favorable than Off-C, and Women responded more favorably than Men.

Question 17: Residence hall staff tries to stimulate and promote activities which contribute to creative thought and intellectual curiosity.

	On-C	Off-C	Men	Women
Means:	5.16*	6.68*	6.25*	4.90*

Comments: Significant differences exist between On-C and Off-C, and between Men and Women. On-C responded more favorably than Off-C, and Women responded more favorably than Men.

Question 19: Residence hall staff are not sincere in their desire and efforts to assist with individual student problems.

	On-C	Off-C	Men	Women
Means:	5.91**	3.45**	4.38**	6.10**

Comments: Significant differences exist between On-C and Off-C, and between Men and Women. On-C viewed the residence hall staff's sincerity more favorably than Off-C. Women viewed the staff's sincerity more favorably than Men.

Question 22: Residence hall staff successfully helps to create and maintain a friendly atmosphere.

	On-C	Off-C	Men	Women
Means:	3.19**	4.82**	4.00	3.27

Comments: A significant difference exists between On-C and Off-C. On-C showed a more favorable attitude than Off-C, and Women showed a more favorable attitude than Men.

Question 24: Students can discuss personal problems with residence hall staff and feel secure that information will be dealt with in a confidential manner.

	On-C	Off-C	Men	Women
Means:	3.09**	4.95**	3.90	3.30

Comments: A significant difference exists between On-C and Off-C. On-C indicated a higher level of agreement than Off-C, and Women indicated a higher level of agreement than Men.

Attitude toward Residence Hall Atmosphere:

Question 6: Residence hall atmosphere is not conducive to study.

	On-C	Off-C	Men	Women
Means:	4.43*	3.27*	4.02	4.20

Comments: A significant difference exists between On-C and Off-C. On-C viewed study conditions more favorably than Off-C, and Women viewed study conditions more favorably than Men.

Question 8: Residence halls are comfortable, pleasant places where the residents can relax and enjoy themselves.

	On-C	Off-C	Men	Women
Means:	3.52**	5.59**	4.57*	3.60*

Comments: Significant differences exist between On-C and Off-C, and between Men and Women. On-C indicated a higher level of agreement than Off-C, and Women indicated a higher level of agreement than Men.

Question 10: Residence halls really do not generate much group or hall spirit.

	On-C	Off-C	Men	Women
Means:	4.88*	3.36*	4.65	4.27

Comments: A significant difference exists between On-C and Off-C. On-C felt more strongly than Off-C that residence halls really generate group or hall spirit, and Men felt more strongly than Women that group or hall spirit exists.

Question 14: Many students consider residence halls to be only a place for students to obtain food and shelter.

	On-C	Off-C	Men	Women
Means:	4.16	3.68	4.50	3.55

Comments: On-C felt more strongly that residence halls are more than a place to obtain food and shelter. Men were more favorable than Women toward hall atmosphere.

Question 15: As they do in some colleges, instructors should be encouraged to lead discussion groups in the residence halls to supplement regular classwork.

	On-C	Off-C	Men	Women
Means:	3.41	3.27	3.10	3.65

Comments: Off-C indicated a higher level of agreement than On-C, and Men indicated a higher level of agreement than Women. It is important to note that all groups agreed with this item.

Question 16: Personal privacy is virtually impossible in residence halls.

	On-C	Off-C	Men	Women
Means:	4.12*	2.86*	3.55	4.00

Comments: A significant difference exists between On-C and Off-C. On-C showed a more favorable attitude toward the possibility of personal privacy in residence halls than Off-C, and Women showed a more favorable attitude toward it than Men.

Question 20: Students get a large part of their education from the group they live with and from social life.

	On-C	Off-C	Men	Women
Means:	1.79	1.32	1.67	1.65

Comments: Off-C responded more favorably than On-C. There was virtually no difference between the attitudes of Men and Women. It is important to note that all groups strongly agreed with this item.

Question 21: Residence hall life is not conducive to serious intellectual discussions.

	On-C	Off-C	Men	Women
Means:	5.64	5.45	5.55	5.63

Comments: On-C viewed the residence halls as more conducive to intellectual discussions than Off-C. Women viewed the residence halls as more conducive to intellectual discussions than Men.

Attitude toward Rules and Regulations:

Question 13: Student-generated rules are a more effective factor in determining the direction and quality of student attitudes than faculty or staff rules.

	On-C	Off-C	Men	Women
Means:	2.12	2.05	2.15	2.05

Comments: Off-C indicated a higher level of agreement than On-C, and Women indicated a higher level of agreement than Men. It is interesting to note that all groups agreed with this item.

Question 18: The quality and number of rules and regulations has led students to seek housing outside of university-owned residence halls.

	On-C	Off-C	Men	Women
Means:	1.71	1.18	1.32	1.80

Comments: As would be expected, Off-C showed a higher level of agreement than On-C, and Men showed a higher level of agreement than Women. It is important to note that all groups strongly agreed with this item.

Question 23: It is a good idea to require first semester freshmen (those not living at home) to live on campus.

	On-C	Off-C	Men	Women
Means:	2.67**	5.00**	3.60	3.02

Comments: A significant difference exists between On-C and Off-C. On-C agreed more than Off-C, and Women agreed more than Men.

Question 25: Rules and regulations governing residence hall living cause residents to feel too supervised.

	On-C	Off-C	Men	Women
Means:	2.24	2.14	1.88	2.55

Comments: As would be expected, Off-C showed a higher level of agreement than On-C, and Men showed a higher level of agreement than Women.

The data for life styles are shown on Table 3. This analysis using the F test shows no significant hierarchy. Since no significant differences could be ascertained, a sign test was used to determine if any differences existed in the predicted direction. Although some differences did exist, the sign test revealed no hierarchy in the predicted direction. Therefore, the comments will deal only with those individual items in which the F test revealed a significant difference.

Table 3

Summary of Means of Life Styles

Question	Coed N=15	W 24 hr N=21	M 24 hr N=13	W Lim N=8
1--4 Demographic data	--	--	--	--
5. Director not necessary	5.73	6.57	6.54	6.50
6. Atmosphere not conducive study	4.60	4.43	4.31	4.38
7. RA's are important leaders	6.33	4.86	4.85	5.50
8. Halls comfortable, pleasant	3.07	3.14	4.69	3.25
9. Staff avail. for acad. consultation	3.20	2.90	2.15	2.25
10. No group or hall spirit	6.33*	4.67*	4.77*	2.75*
11. Staff resp. to students not college	2.73	2.19	1.54	2.50
12. Staff handle discipline fair	4.27	3.10	3.46	2.25
13. Stu. rules vs. fac. rules	1.67	2.10	2.54	2.38
14. Halls only for food and shelter	4.73	3.86	5.08	2.63
15. Discussion groups in halls	3.73	4.05	2.69	2.38
16. Personal privacy impossible	4.80	4.14	3.15	4.63
17. Staff stimulate, promote activity	5.40*	4.48*	6.77*	3.63*
18. Rules, reg. drive stu. Off-C	1.60*	2.00*	1.08*	2.00*
19. Staff not sincere	5.07*	6.81*	4.69*	7.13*
20. Education from social life	1.80	1.67	1.46	2.38
21. Halls not conducive intell. discuss.	5.33	5.33	6.38	6.38
22. Staff create friendly atmosphere	3.53	2.95	3.31	3.00
23. 1st sem. fresh. live On-C	2.73	2.48	3.77	1.38
24. Staff confidentiality	3.07	2.71	3.54	3.38
25. Too supervised with rules	1.87	3.00	1.85	1.63

Note--*Significant beyond the .05 level

Attitude toward Residence Hall Staff:

Question 17: Residence hall staff tries to stimulate and promote activities which contribute to creative thought and intellectual curiosity.

	Coed	W 24 hr	M 24 hr	W Lim
Means:	5.40*	4.48*	6.77*	3.63*

Comments: Women's Limited agreed that the residence hall staff tries to stimulate and promote activities which contribute to creative thought and intellectual curiosity. M 24 hr disagreed and Coed and W 24 hr were neutral.

Question 19: Residence hall staff are not sincere in their desire and efforts to assist with individual student problems.

	Coed	W 24 hr	M 24 hr	W Lim
Means:	5.07*	6.81*	4.69*	7.13*

Comments: W Lim and W 24 hr believed that the residence hall staff are sincere in their desire and efforts to assist with individual student problems. Coed and M 24 hr were neutral.

Attitude toward Residence Hall Atmosphere:

Question 10: Residence halls really do not generate much group or hall spirit.

	Coed	W 24 hr	M 24 hr	W Lim
Means:	6.33*	4.67*	4.77*	2.75*

Comments: W Lim agreed that residence halls really do not generate much group or hall spirit. Coed disagreed, and W 24 hr and M 24 hr were neutral.

Discussion

The first hypothesis that On-Campus students would view residence hall staff and atmosphere more favorably than Off-Campus students was confirmed. Significant differences do exist between On-Campus and Off-Campus students as shown by items dealing with acceptance of residence hall staff as necessary, as successful in creating and maintaining a friendly atmosphere, as fair in discipline, as confidential, as sincere, and as trying to promote and develop creative thought and intellectual curiosity. Unquestionably, On-Campus students view the staff more favorably than Off-Campus students. This finding supports Dixon's (1970) identification of characteristics often associated with staff members and his confirmation of the importance of staff.

On-Campus students have a more positive attitude toward residence hall atmosphere than Off-Campus students. The data indicate that On-Campus students do view the residence halls as more comfortable, pleasant places, as conducive to study, as having group or hall spirit, and as providing personal privacy than Off-Campus students. Dollar (1966) found that students move to environments they perceive as satisfying; therefore, one might expect that On-Campus students would be more satisfied with residence halls than Off-Campus students.

Generally, the difference between both groups is not significant in the area of rules and regulations. All students strongly feel that the quality and number of rules and regulations has led students to seek housing outside of University-owned residence halls. These rules and regulations cause students to feel too supervised. It is obvious from the data that such negative attitudes by so many students necessitate careful examination by educators. Rules may be antiquated and no longer acceptable.

The second hypothesis stated that there would be differences in the attitude of Men and Women toward residence hall life. This was not confirmed. It was found that Women are significantly more favorable than Men in their attitude toward residence halls as comfortable, pleasant places. Women also believe that the staff is sincere and stimulates and promotes activities. As might be expected from the research of Murphy (1971) and

Duvall (1969), Women are less critical than Men concerning most aspects of residence hall life. Concomitant with this satisfaction level is the pervasive implication that Women are more socially-oriented and more adaptable to group living than Men.

The third hypothesis suggested that students residing in residence halls of various life styles (Coed, 24 hour Intervisitation, and Limited Intervisitation) would differ in their attitude toward residence hall living. Buckner (1967) found that students in more liberalized environments were most satisfied; therefore, it was expected that the life style having the least restrictions would result in the most positive attitude: Coed ranking first in positive attitudes; Women's 24 hour Intervisitation, second; Men's 24 hour Intervisitation, third; and, Women's Limited Intervisitation, fourth.

The results indicate no clear differences. It is interesting to note, however, that Men's 24 hour residents are least apt to view the residence halls as comfortable, pleasant places. They feel that personal privacy is virtually impossible. Katz et al. (1968) and Lazoff (1968) further suggest that men are not as satisfied as women in residence halls due to a lack of ease in handling social situations. Since men residing in 24 hour Intervisitation maintain that rules and regulations make them feel too supervised, this might partially account for their discontent with residence hall living.

Coed, on the other hand, see the residence halls as comfortable, and pleasant. Similarly, Corbett and Sommer (1972) found that most students living in a coed situation were satisfied. These students view the halls as generating group and hall spirit. Contrary to expectations, however, students in coed halls feel too supervised by rules. It appears that these students place much emphasis on a student's ability to handle responsibility.

Women's Limited Intervisitation respondents significantly differ from all other groups in their perception of staff and atmosphere. These women view the staff as sincere in their desire and efforts to assist with individual student problems. Furthermore, they see the staff as stimulating and promoting activities. Although these women agree that halls are comfortable and pleasant, they feel that there is little group or hall spirit.

It is important to note that all students were required to secure parental permission prior to living in a particular life style. It is possible, therefore, that some students were not able to reside in the life style of their choice. This reason might contribute to no clear differences between life styles.

The results of this study indicate areas of discontent, especially regarding rules and regulations. Undoubtedly, if residence halls hope to continue to attract students, particular attention must be given to existing rules and regulations.

Clearly, this investigation shows that the major differences in attitude exist between On-Campus and Off-Campus students. Men and Women, as well as students living in various life styles, indicate little difference in attitude. The obvious implication is that further examination and exploration of On-Campus and Off-Campus students should be conducted. Although continuous measurement of student attitudes is important, it is also suggested that research should be done to study the effects on students of On-Campus and Off-Campus living, and different life styles.

Summary

Investigating attitudes toward residence hall living (staff, atmosphere, and rules and regulations), 40 Men and 40 Women completed attitude scales. Three comparisons were made: On-Campus versus Off-Campus students, Men versus Women, and Life Styles. Results show that On-Campus and Off-Campus students significantly differ in their perceptions of residence hall staff and atmosphere. On-Campus students have a more favorable attitude than Off-Campus students toward staff and atmosphere. Both groups, however, are discontented with rules and regulations. Comparisons between Men and Women indicate no significant differences in attitudes. Students living in various life styles also failed to show significant differences.

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FREDONIA STUDENT ATTITUDES ON THE COLLEGE STUDENT QUESTIONNAIRE - PART 2[1]

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The attitudes of college students toward various aspects of college life are assumed to be influenced by attitudes toward the total environment; i.e. family, peers, politics, cultural activities. A college administration is interested in looking at student attitudes in several phases of student life. One of these is residence hall living. To interpret student attitudes more accurately it is necessary to obtain an attitude profile of the students on a broad spectrum.

The State University College at Fredonia is located in a small rural community in Western New York State adjacent to Lake Erie, approximately 45 miles from both Buffalo, New York and Erie, Pennsylvania. The college offers undergraduate and master's degrees to approximately 5,500 students.

The College Student Questionnaire-Part 2 (CSQ-2) (Educational Testing Service, 1965) gives biographical and attitudinal information. The CSQ-2 was not designed to assess or diagnose individuals, but to describe groups.

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[1]This project was supported by the Office of Student Affairs, State University College, Fredonia, New York. Appreciation is expressed to: President Dallas K. Beal, Vice President Robert Coon, Assistant Vice President Harold Hopkins, and Director of Housing L. Michael Dimitri, and George Golden and the staff of the Computer Center for the statistical analysis. Additional appreciation is expressed to Lynn LeFeber, Carol Menon and Joseph Williams for their help in collection of data.

There are 11 scales in the CSQ-2.

Family Independence (FI) - generalized autonomy in relation to parents and family.

Peer Independence (PI) - generalized autonomy in relation to peers.

Liberalism (L) - a political-economic-social dimension, the nucleus of which is sympathy either for an ideology of change or preservation.

Social Conscience (SC) - moral concern about perceived social injustice.

Cultural Sophistication (CS) - sensitivity to ideas and art forms.

Satisfaction with Faculty (SF) - general attitude of esteem for instructors and student-faculty interaction.

Satisfaction with Administration (SA) - generally agreeable and uncritical toward college administrators and rules and regulations.

Satisfaction with Major (SM) - generally positive attitude toward activities in field of academic concentration.

Satisfaction with Students (SS) - attitude of approval in relation to various characteristics of individuals comprising the total student body.

Study Habits (SH) - serious orientation toward academic obligations.

Extracurricular Involvement (EI) - participation in organized extracurricular activities.

Peterson (1968) in an analysis of the 11 scales classified them into two subgroups. One subgroup is composed of five scales (Family Independence, Peer Independence, Liberalism, Social Conscience and Cultural Sophistication) are "attitude measures." The other subgroup composed of six scales (Satisfaction with Faculty, Satisfaction with Administration, Satisfaction with Major, Satisfaction with Students, Study Habits and Extracurricular Involvement) are collectively called "student functioning scales."

Based upon observation of campus life over the past few years, predictions of student attitudes at Fredonia were:

1. A. Men would show more (higher scores) on Family Independence, Peer Independence, Liberalism and Extracurricular Involvement than women.

   B. Women would show higher scores than men on Social Conscience, Cultural Sophistication, Satisfaction with Faculty, Administration, Major and Students and Study Habits.

2. A. Off-campus residents would show higher scores (indicating more) on Family Independence, Peer Independence, Liberalism, Social Conscience, and Satisfaction with Major than on-campus residents.

   B. On-campus students would be higher (showing more) on Cultural Sophistication, Satisfaction with Faculty, Administration, and Students, Study Habits and Extracurricular Involvement.

3. Compared with the national sample, Fredonia students would be:

   A. Higher on (indicating more) Family Independence, Peer Independence, Liberalism, Cultural Sophistication, Satisfaction with Faculty and Students.

   B. Lower on (indicating less) Social Conscience, Satisfaction with Administration and Major and Study Habits and Extracurricular Involvement.

Procedure

Subjects were drawn from a random sample of full-time sophomores at SUNY at Fredonia. A total of 84 students responded; 43 men, 41 women, 58 on-campus residents and 26 off-campus residents. The testing took place during the middle of the second semester of the 1971-72 academic year.

Results

Educational Testing Service scored the questionnaires initially. Then the Computer Center at Fredonia did a two way analysis of variance on each of the items. The two variables were sex (Men and Women) and place of residence (On-campus and Off-campus). Table 1 indicates for each scale the means for each group and the total mean. Table 2 compares the Fredonia sample with a national sample of freshmen and sophomores. Fredonia means are also shown and compared with national norms in Figures 1 and 2.

Table 1

Average scores of Men, Women, On-campus and Off-campus students on CSQ-2

	Total N=84	Men N=43	Women N=41	On-campus N=58	Off-campus N=26
Family Independence	25.42	26.42	24.35	24.63*	27.15*
Peer Independence	24.49	25.57**	23.35**	24.33	24.84
Liberalism	29.91	30.72	29.03	29.02**	31.85**
Social Conscience	30.66	29.98	31.37	30.21	31.68
Cultural Sophistication	23.87	23.56	24.20	23.84	23.92
Satisfaction with Faculty	23.51	23.05	24.20	23.10	23.42
Satisfaction with Administration	22.72	22.16	23.32	22.96	22.19
Satisfaction with Major	27.34	26.95	27.71	26.55	29.25
Satisfaction with Students	25.43	25.64	25.63	25.60	25.04
Study Habits	25.11	24.60	25.63	25.69	23.81
Extracurricular Involvement	19.94	20.37	19.49	21.03***	17.50***

* Significant beyond the .05 level
** Significant beyond the .01 level
*** Significant beyond the .001 level

[1]Number of subjects varies slightly due to missing data.

[2]Number of subjects: Total 41, Men 20, Women 21, On-campus 29, Off-campus 12.

Table 2

Mean Scores of Fredonia Sophomores and National Sample of Freshmen and Sophomores[1]

	Fredonia	All Institutions	Public Colleges
Family Independence	25.42	22.2	21.4
Peer Independence	24.49	23.6	23.4
Liberalism	29.91	27.1	26.3
Social Conscience	30.66	29.5	28.4
Cultural Sophistication	23.87	23.8	22.1
Satisfaction with Faculty	23.51	25.6	23.9
Satisfaction with Administration	22.72	25.2	24.4
Satisfaction with Major	27.34	27.8	26.6
Satisfaction with Students	25.43	26.6	25.5
Study Habits	25.11	25.4	24.8
Extracurricular Involvement	19.94	21.2	20.3

[1]Data collected from CSQ-2 administrations from 1969 through December, 1971. Freshmen-sophomore sample consists of 48 institutions; 4,487 students: 2,685 men and 1,802 women.

Figure 1

COLLEGE STUDENT QUESTIONNAIRES, PART 2

Institutional Scores: Standard Score and Percentile Equivalents

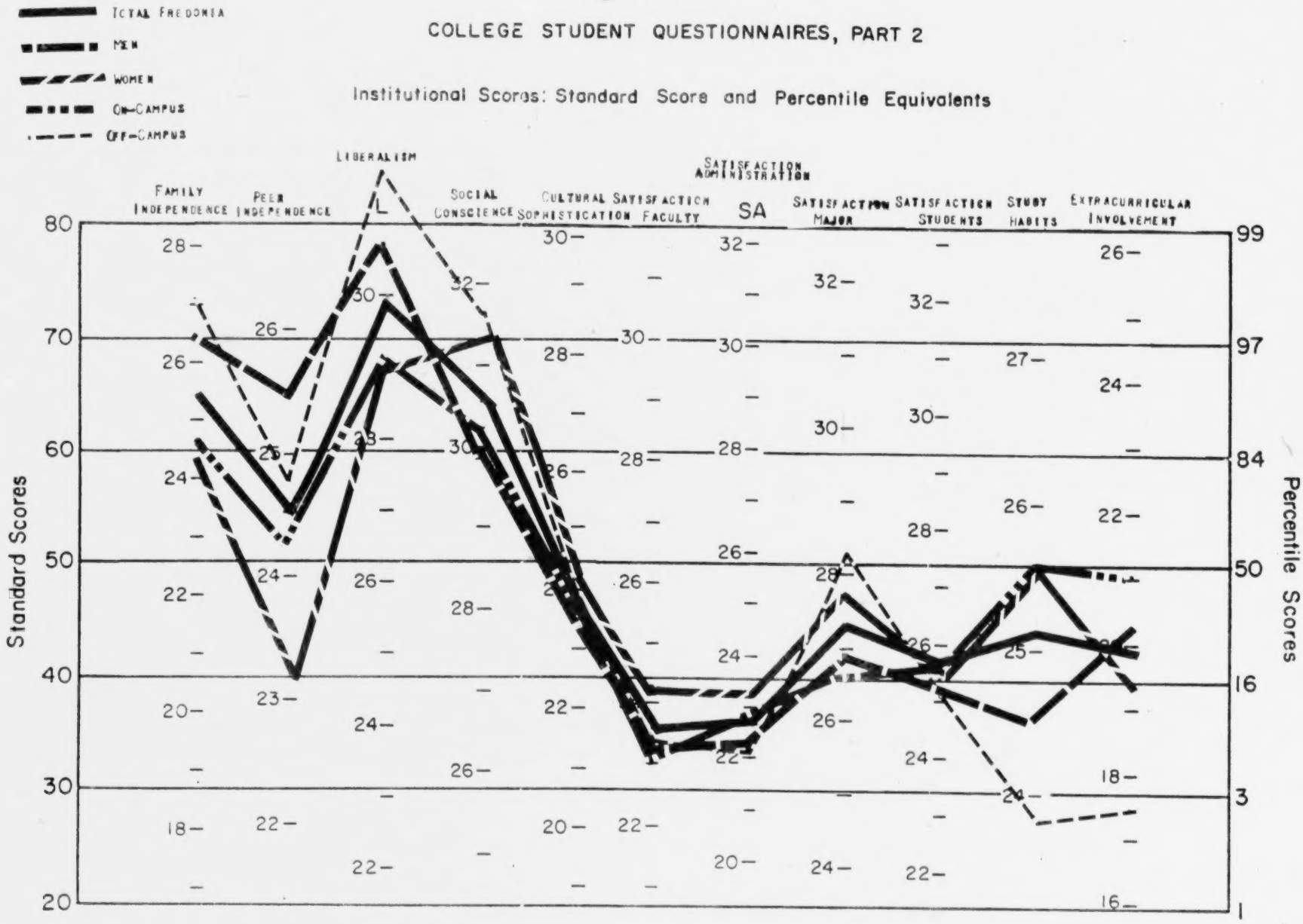

Chart based on data contained in CSQ Comparative Data, Part 2, Page 6. (ETS, 1968)

Figure 2

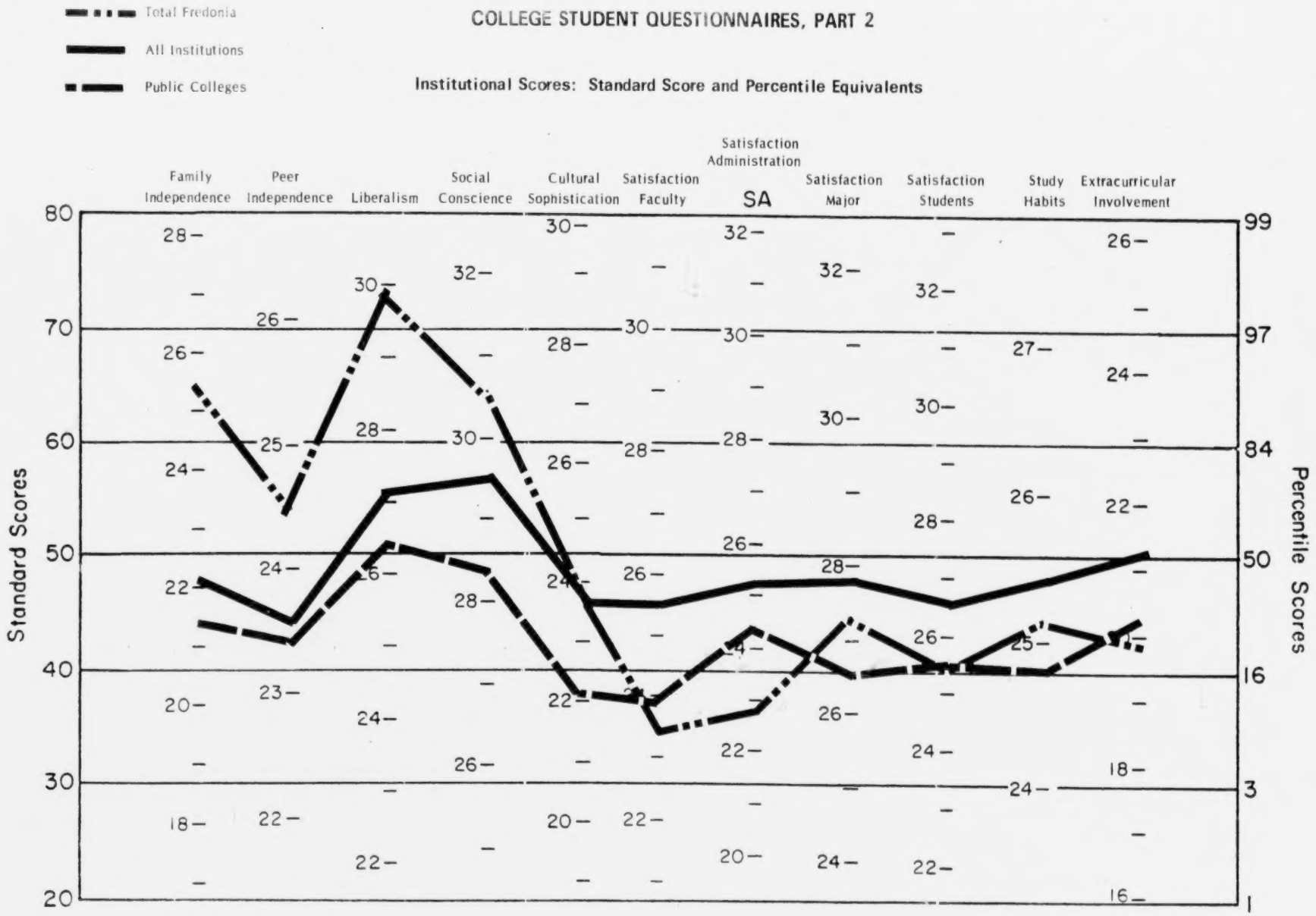

Chart based on data contained in CSQ Comparative Data, Part 2, Page 6. (ETS, 1968)

Scales:

Family Independence - autonomy of parents and family. As Table 1 and Figure 1 show, Off-campus students were more independent of family than On-campus students. Men were more independent than women.

Peer Independence - autonomy of peers. Men had higher scores indicating that they were significantly more independent of peers than women. Off-campus students were more independent than On-campus, but this was not at a significant level.

Liberalism - political-economic-social value dimension. Significantly different scores show Off-campus students higher (more liberal) than those living in residence halls. Men were more liberal than women, but again not at a significant level.

Social Conscience - moral concern for social injustice. Women had higher scores indicating that they were more concerned than men; Off-campus students were more concerned than On-campus, but this difference was not significant.

Cultural Sophistication - sensitivity to ideas and art. Women had higher scores showing more sensitivity to ideas and art than men; Off-campus students were more sensitive than On-campus students, but not at a significant level.

Satisfaction with Faculty - esteem for instructors. Women were higher (more positive) than men; Off-campus students were more positive than On-campus. These were not at a significant level.

Satisfaction with Administration - attitudes toward administrators and rules and regulations. Women showed more satisfaction than men; On-campus students were more positive than Off-campus. These were not at a significant level.

Satisfaction with Major - attitude toward major field of concentration. Women were more satisfied than Men and Off-campus students more than On-campus.

Satisfaction with Students - attitudes toward characteristics of the total student body. Men were more satisfied than women and On-campus students were more satisfied than Off-campus, but not enough to constitute a significant difference.

Study Habits - serious organization of study activity. Women were more conscientious than Men and On-campus students were more conscientious than Off-campus, but not at a significant level.

Extracurricular Involvement - student participation in organized out of class activities. A significant difference shows that On-campus students were more active than Off-campus students. Men were more active than women, but not at a significant level.

Discussion

The major purpose of this investigation was to measure Fredonia students on a number of important attitude scales pertinent to the college environment. The data were reviewed in terms of the original predictions.

1. A. Men would show more Family and Peer Independence, Liberalism and Extracurricular Involvement than Women. This was confirmed.

   B. Women would show higher scores than Men on Social Conscience, Cultural Sophistication, Satisfaction with faculty, Administration, Major and Students and Study Habits. All of these were confirmed with the exception that Men were slightly more satisfied with the student body than Women.

2. A. Off-campus students would show higher scores on Family Independence, Peer Independence, Liberalism, Social Conscience and Satisfaction with Major. This hypothesis was confirmed by the data.

   B. On-campus students would score higher on Cultural Sophistication, Satisfaction with Faculty, Administration and Students, Study Habits and Extracurricular Involvement. This was supported with the exception of the scale on Faculty.

3. A. Compared with the national sample, Fredonia students would score higher on Family Independence, Peer Independence, Liberalism, Cultural Sophistication, Satisfaction with Faculty and Students. This

prediction was supported with the exception of the two Satisfaction scales. Fredonia students were more dissatisfied with Faculty than national samples and also more dissatisfied with the student body.

B. Fredonia students would score lower (less favorable) than the national average on Social Conscience, Satisfaction with Administration and Major, Study Habits and Extracurricular Involvement. These predictions held true with the exceptions that Fredonia students were more satisfied with their major than the national sample from public colleges and were more serious about Study Habits than students from the public colleges.

After evaluating the results it would appear that an important finding is the results with the scale dealing with Satisfaction with Major. The number of subjects responding to the Satisfaction with Major scale was approximately half that of the other ten scales. Even at the midpoint of the second semester of the sophomore year, there was considerable indecision as to the field of academic concentration. This could be related to dissatisfaction with faculty and lack of perceived role models in the major field. Another definite factor contributing to indecision regarding a major is the students' perception of the job market following graduation. Without a stated goal in mind it would seem to be difficult for some students to seriously apply themselves to an academic pursuit.

Looking at the two broad categories suggested by Peterson: attitude measures and student functioning, we find that Fredonia students generally score higher on the attitude measures and lower on the student functioning scales than the national sample. It appears that Fredonia students are able to verbalize and conceptualize areas of change in their own lives and in society, but tend to be passive and take the role of observers when it comes to actual social change. Perhaps students at Fredonia would benefit from structured experiences that would help to focus their awareness for change and establish reasonable modes of action possible for completion within the tenure of the average student at the college. At the present, students tend not to become involved in campus activities.

Summary

To draw a profile of Fredonia students, 84 students responded to the College Student Questionnaire-Part 2. Comparisons were made: Men versus Women, On-campus versus Off-campus, total Fredonia versus national sample. Results show that there is a significant difference between Men and Women on the scale dealing with Peer Independence. Significant differences also appeared between On and Off-campus residents in relation to the Family Independence, Liberalism and Extracurricular Involvement scales.